

Criteria	1	2	3	4	5
Planning and collection of data	No planning or draft notes are handed in	Planning notes are handed in but do not include gathering of additional information	Planning and draft notes include gathered data or evidence or opinions other than their own	Planning and draft notes are used in the published text	The published text is well developed from the planning notes and research
Establishing the issue in the introduction	No statement of the issue is attempted at the beginning of the writing	Stating the issue is attempted at the beginning of the writing	The issue is stated clearly at the beginning of the writing	The writing begins with the issue and a preview of the arguments	The writing begins with the issue, a preview of the arguments and effectively positions the audience
Sequencing and organizing arguments using connectives and conjunctions	Only numerical connectives are used OR Connectives/conjunctions are used incorrectly, repetitively or not used when necessary	At least one connective or conjunction is used appropriately to link an argument to a reason	Arguments are sequenced logically and are linked using some appropriate connectives and/or conjunctions	Arguments are sequenced logically and are linked using two different types of connectives and/or conjunctions	Arguments are sequenced logically and are linked using three or more different types of connectives and/or conjunctions
Elaborating arguments	Points rather than developed arguments are provided	Arguments are organized into topic sentences with some elaborations	Arguments are elaborated using two different strategies	Arguments are elaborated using three different strategies	Arguments are elaborated using four different strategies
Concluding exposition effectively	The writing does not contain a conclusion	The writing contains an inappropriate conclusion	The writing concludes with a restatement of the issue	The writing concludes with a restatement of the issue and summary of key arguments	The writing concludes with a forceful, convincing restatement of the issue and concise summary of arguments
Using persuasive and evaluative devices	The writing uses no persuasive or evaluative devices	The writing appropriately uses one type of persuasive or evaluative device	The writing appropriately uses two different types of persuasive or evaluative devices	The writing appropriately uses three different types of persuasive or evaluative devices	The writing appropriately uses four or more different types of persuasive or evaluative devices
Applying knowledge of sentence structure, spelling and punctuation conventions	Writing contains many errors in simple sentences, spelling and/or punctuation	Simple sentences, spelling and sentence punctuation are correct	Less common spelling patterns, sentence punctuation, simple punctuation and most sentences are correct	Complex spelling, sentence structures, and punctuation are used and mostly correct	Complex spelling, sentence structures and complex punctuation are evident and correct
Paragraphing	Paragraphing is not evident	Paragraphs are used randomly or formulaically	Paragraphs separate introduction, arguments and conclusion	Paragraphs separate the introduction, each argument and the conclusion	Paragraphs are structured well to assist the audience through the introduction, development of arguments and conclusion
	<u>Connectives and conjunctions used to:</u> <ul style="list-style-type: none"> • Sequence and organize the arguments(to begin with, first of all, in conclusion) • Add information (as well, what is more, in addition) • Indicate cause and effect (because, so that, consequently) • Indicate condition or concession(unless, on the other hand, despite, although, while) • Clarify(for example, in other words, namely) 	<u>Elaborating arguments:</u> <ul style="list-style-type: none"> • Providing a reason • Providing example • Modifying a general statement • Reiterating • Providing statistics • Quoting an expert • Citing research 	<u>Persuasive and evaluative devices:</u> <ul style="list-style-type: none"> • Refuting opposing views on the topic • Rhetorical questions • Rhetorical statements • Use of modality • Persuasive and/or evaluative adjectives and noun groups • Persuasive and/or evaluative adverbs and verb groups 	<u>Spelling:</u>	<u>Punctuation:</u>